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ABSTRACT

The primary object of this project was to provide a program encompassing vocationally-oriented enrichment activities for the educable retarded adolescent, whose retardation can be defined in terms of the following developmental areas: (1) educational; (2) mental; (3) social; and (4) vocational. Included in this report are sections on: (1) an introduction including a description of activities; (2) vocational adjustment which discusses role playing, counseling, films, interests, and tours; (3) educational adjustment which discusses teaching units on several subjects, classroom procedures, and choosing a curriculum; (4) social adjustment which discusses parents' attitudes and vocational goals, parents' evaluation of the program, and results; and (5) evaluation of the project, by client, parent and staff. (Author/KJ)

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A PREVOCATIONAL AND SOCIAL ADJUSTMENT PROGRAM

FOR EDUCABLE RETARDED ADOLESCENTS:

A PILOT PROJECT

Number 10 January, 1971

CG 006 132

CURATIVE WORKSHOP OF MILWAUKEE

UNIVERSITY OF WISCONSIN

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A PREVOCATIONAL AND SOCIAL ADJUSTMENT PROGRAM FOR EDUCABLE RETARDED ADOLESCENTS: A PILOT PROJECT

Vernon Beedy, Barbara Book, Diane McFatridge and Katherine Novak

January, 1971

Vocational Facility

CURATIVE WORKSHOP OF MILWAUKEE

The MILWAUKEE MEDIA FOR REHABILITATION RESEARCH REPORTS is designed to make available rehabilitation research information which is not easily disseminated through the usual publication channels. Some of these reports will be concerned with methodological notes and techniques which are too specific in interest to appear in regular journal publications.

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Mr. John Conway, Vocational Training Supervisor, acted as a chaperone on field trips and helped counsel clients in the social adjustment area. Mr. Glenn Navis, Placement Officer, followed through on activities of clients who received vocational placement and assisted in counseling clients with respect to vocational placement goals.

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CHAPTER 1

INTRODUCTION

In order to successfully employ the educable retarded adolescent in the competitive social order, the need for an intensive and relevant prevocational and social adjustment program cannot be emphasized too strongly.

In a report conducted by the Vocational Rehabilitation Administration of the U.S. Department of Health, Education and Welfare (now Social Rehabilitation Service), research recently indicated that the mildly retarded are brought most often to the rehabilitation agencies for training, counseling, and placement. In addition, the results found that the majority of retarded individuals lose their jobs, not because of inadequate skills but because of difficulties in interpersonal relationships with their employers, supervisors or co-workers. Other problems mentioned as frequently occurring were in relation to the retardate's family life and leisure-time pursuits.

The primary objective of this project was to provide a program encompassing vocationally-oriented enrichment activities for the educable retarded adolescent, whose retardation can be defined in terms of the following developmental areas: (1) educational, (2) mental, (3) social, and (4) vocational.

Accordingly, the following areas were emphasized in this program:

(a) provision for prevocational exploration of jobs through field trips;

(b) learning and acquiring communication skills in applying for and maintaining employment;

(c) development of the retardate's social awareness, improvement of the quality of interpersonal relationships between co-workers and the interactions with work supervisors, vocational counselors, educational instructors and social workers;

(d) implementation of relevant reading and mathematics skills in assisting the educable retarded to solve his everyday problems and manage his own affairs;

(e) understanding of the necessity for recreation and constructive use of leisure time;

(f) increased parental involvement to help parents comprehend the nature of the project and to enable them to assist in the vocational and social development of their sons or daughters.

The project operated during the months of July and August, 1970, and was conducted at the Curative Workshop of Milwaukee.

CLIENT POPULATION

The client population for the program was comprised of educable retarded adolescents, ranging in ages from 16 through 20 years, with particular emphasis on senior high school students (17-18 years).

A total of 11 clients took part in the program. All students had attended work experience training at the Curative Workshop prior to the beginning of the project. The length of time clients had been involved in the work experience program ranged from 1 to 20 months, the mean being 8.3 months.

Of the 11 young people participating in the program, 5 were males and 6 were females. Ages ranged from 16 to 19 years; 1 client was 16; 6 were 17, 3 were 18; and 1 was 19.

I.Q.'s for the 11 ranged from 50 to the normal range of intelligence at 77. Three clients scored in the defective range; 5 clients in the borderline range; 1 client in the dull normal range; and 2 clients in the average range.

Disabilities listed on referral sheets included mental retardation (8 clients) and emotional disturbances (3 clients). Two clients were designated as being brain damaged and in addition, 3 clients had physical limitations.

Of the 11 clients in the program, 5 were still in school and were involved in the special education work study program. Four of the clients had graduated and 2 had dropped out of school. All but 2 clients were attending or had attended special education program: 8 in classes for the educable retarded and 1 in a disrupter class. A more complete description of each client in the program is given in Table 1.

FIGURE 1

CLIENT POPULATION

Client	Sex	Age	Mos. in Workshop	IQ	Disability	Last yr. of School Completed
A	F	19	9	75	M.R.	12 - Spec. Ed.,M.R.
B	M	18	4	79	Emotional, brain damage, physical	9
C	F	18	1	100	Emotional	10
D	F	18	10	73	M.R.	12 - Spec. Ed.,M.R.
E.	M	17	9	95	Emotional	10 - Spec. Ed., Disrupter
F	F	17	5	78	M.R.	11 - Spec. Ed.,M.R.
G	M	17	20	77	M.R. brain damage	12 - Spec. Ed.,M.R.
H	F	17	9	65	M.R.	11 - Spec. Ed.,M.R.
I	F	17	9	83	M.R.	12 - Spec. Ed., M.R.
J	M	17	9	69	M.R., cerebral palsy	11 - Spec. Ed.,M.R.
K	M	16	6	51	M.R. club foot	8 - Spec. Ed.,M.R.

Abbreviations:

M.R. mentally retarded
Spec. Ed. special education

STAFF

Staff for the project included a vocational rehabilitation counselor, a vocational assistant, an exceptional education instructor, and a social worker. The staff functioned as a team and also individually, in coordinating their efforts to design the program activities.

DESCRIPTION OF ACTIVITIES

All clients involved in the prevocational and social adjustment program reported Monday-Friday, 8:30-3:30, for work experience training. Clients performed work experience tasks when not involved in other phases of the program.

The work experience program is a transitional workshop designed to give the client training in work habits. Tasks are provided on a sub-contract basis by Milwaukee industries. Such tasks include collating, packaging and sealing. Clients are paid on a piece rate, except for those jobs not involving production (truck loading, supplying, stock work and janitorial duties).

All clients spent approximately one hour each day with the remedial instructor. Half of this time was devoted to developing the reading skills necessary for jobs and independent living (job applications, everyday signs, etc.). The remainder of the period was spent on mathematical skills (telling time, ruler measurement, savings account computations, computing sales tax, etc.).

The clients went on field trips approximately three half-days per week, so that they had an opportunity to actually see job performances in areas of interest and ability. The clients took other job related tours in order to become acquainted with the services provided by the community.

Three social events were also scheduled during the project. On two of these events, the clients were accompanied by the staff in an effort to teach socialization and enable the clients to experience the importance of group activity.

Films were included as a necessary aspect of the program. Topics included general vocational information, personal appearance, job descriptions, money budgeting and utilization of leisure time.

Group and individual sessions were held periodically throughout the program. The purpose of these sessions was concerned with (1) interviewing skills, (2) occupational information, and (3) personal and vocational counseling.

Parents of all clients received letters describing the nature and duration of the program. Shortly after sending these letters, the social worker visited each home. Parents were asked to give specific ideas and suggestions as to the content of the program. Likewise, the staff assisted the parents by advising them in helpful ways to develop their sons' and daughters' responsibility and independence, and in preparing them for the working world. Toward the end of the program, parents were again visited and given a progress report on their son or daughter.

An effort was made throughout the program to reinforce the clients' realistic vocational choices as they arose. Clients were encouraged to apply for jobs they had seen on field trips and for which they were qualified. Clients were also referred to the agency's placement department when it was felt that they had reached a realistic goal and were ready to secure employment.

Transportation for various activities was arranged with the city bus line. Although clients were accompanied by staff members, they were encouraged to return home on their own from various parts of the city of Milwaukee. The purpose of this experience was to encourage them to rely on their own initiative, to learn bus routes, and to learn to ask for directions when unsure of them.

CHAPTER 2

VOCATIONAL

OBJECTIVES

One objective of the program was to provide prevocational exploration of jobs and job skills. This, in accordance with Erdman's research, maintained that an interest in jobs occurred most often because of actual on-the-job experience or as a result of information provided concerning specific jobs.[2]

Likewise, Magary (1960) studied the vocational interests of 90 educable mentally retarded boys enrolled in a special education or vocational program. He concluded that "...adolescents' ideas of desirable jobs are a reflection of their experiences in the class and family complexes..."[3] Jeffs (1964) also reported that offering occupational information to retarded boys tended to promote more appropriate occupational aspirations which led to more realistic levels of occupational choice.[4]

The primary purpose of the vocational program, then, was to provide the clients with experiences and information that would enable them to formulate their goals and to guide them toward the procedures necessary to attain these goals. The objective was pursued through the use of vocational and recreational tours, instruction, individual and group counseling sessions, and films.

VOCATIONAL TOURS

Tours to various places of employment were chosen by the staff and were made to give the clients a sampling of various occupations commensurate with their abilities and education. A complete list of tours taken can be found in Table 2. As classified by the Standard Industrial Classification Manual, the tours covered a wide variety of occupational classifications, including agriculture, manufacturing, wholesale and retail trade, services, and government.[13]

More specifically, the tours enabled the clients to observe such areas as general assembly, machine operation, sorting, packing, stock work, truck loading, kitchen work, housekeeping, laundry, food handling, and maintenance. During the tours, different jobs were pointed out to clients, and they were asked to describe jobs they liked and thought they could do. The most pronounced indication of interest was eagerness to apply for certain positions. Following the tour of the Veterans' Administration Hospital, for example, client I applied for nurse's aide work; client D applied for housekeeping and laundry; and clients B and G applied for laundry work. After touring the pet store and kennels, client J applied for animal care; and following the tour to the cookie manufacturing plant, clients A,F,G,H and I applied for assembly and packaging work.

Although preparation rather than placement was the goal of the program, Client D was placed in a nursing home and has been working since the beginning of August. Job duties consisted of reading individual patient menus and putting food on individual trays, in addition to operating a dish washing machine. Ironically, this client was a highly educable retardate who had always been considered unemployable because of previous unsuccessful placement efforts. It should be mentioned that this client "appeared" more retarded to potential employers than she actually was, and in the past such employers assessed her capabilities during her initial interview. This client was always neat in appearance and very verbal. Interviewers had judged her possible ability on physical anomalies and had not allowed her to have a trial test to demonstrate competency. At the time this report was being written, Client D had demonstrated above average competency on her job, and her relationship with other workers in the nursing home was excellent.

Client G applied for several jobs and received one in the beginning of September as a bus boy in a large chain restaurant (known in the Midwest). A perceptive manager noted Client G's dislike for the job and put him in their cook-trainee program. As of September 30th, Client G has received nothing but praise for his job, which consists of making hamburgers, french fries, and onion rings, during exceptionally rush periods.

Client A began work in the beginning of September in the food service area of a large chain restaurant; his starting pay was $1.55 an hour.

Clients D and G have reported (as of September 30th), that they like their jobs and the people with whom they work. Both clients make over $1.50 an hour. Client D started at $1.78 per hour; at the end of 4 weeks this was raised to $1.90 per hour. Client G started as a trainee at $1.55 per hour.

Client I obtained a job as a cashier-vendette at a large local theater.

FIGURE 2

VOCATIONAL TOURS

*Note: Codes are obtained from Standard Industrial Classification Manual.

0193 Agriculture, Forestry and Fisheries

1. Thistlerose Kennels
   Two clients interested in animal care toured the kennels and were given explanationsof duties of animal care attendants.

2052 Manufacturing - Food

2. Robert A. Johnston Company
   Clients toured this company which specializes in cookie, cracker, and candy products. Clients toured kitchen facilities and assembly production, and were given an explanation of working conditions.

2082 3. Joseph Schlitz Brewery
   Clients saw the brewing process and diversification of such jobs as inspection of bottles, cleaning tanks, bottle washing, fork-lifting of cases, etc.

3531 Manufacturing - Machinery

4. Rex Chain Belt Company
   Clients toured the machine shop and assembly divisions of this factory which specializes in the production of concrete mixing machines and water pollution devices.

5999 Wholesale and Retail Trade

5. Bungalow Pet Shop
   Two clients were interested in animal care and toured the pet shop. They were given a description of job duties.

8061 Services

6. Veterans Administration Hospital
   Clients toured the kitchen, laundry, housekeeping, and occupational therapy departments. They were given a description of job duties and civil service benefits and were informed about procedures for job applications.

9189 Government

7. United States Post Office
A complete tour of the modern Post Office in Milwaukee was taken. Students observed the diverse operations of the post office and a variety of jobs from mail sorting to delivery.

Unclassified

8. Wisconsin State Employment Service
Clients were acquainted with the different divisions of the employment service (such as the Youth Opportunity Center), counseling services, and procedure for job application.

RELATED TOURS

9. City Hall
Clients toured city hall and sat in on a meeting of the Common Council in an effort to demonstrate to them how a city government functions.

10. Marshall & Ilsley Bank
The purpose of this trip was to acquaint the clients with banking procedures and the functions of various departments.

11. Milwaukee County Court House
Clients were shown where they must report when they need to obtain I.D. cards, various licenses, and certificates. In addition, they sat in court to observe a trial and were informed by a judge as to the functions of the court system.

12. Social Security Administration
After a complete tour and a short film, clients were told what the social security act does for them and when and how to apply for benefits.

INDIVIDUAL AND GROUP COUNSELING

Individual counseling sessions were based on the needs of the individual client. Approximately half of the clients in the program had some instruction on job hunting techniques; after this was reviewed, other areas were then stressed. In general, the topics discussed with the individual included: (1) how to find a job; (2) where to look for a job; (3) how to use help wanted ads; (4) how to make vocational choices; (5) what to look for in a job; (6) understanding abilities needed for specific jobs; and (7) reasons for wanting a job.

This instruction was given to provide the client with those skills necessary to seek employment independently--or at least, with a minimal amount of assistance. This policy was in conjunction with Anderson's remarks: "Today's unemployed client, plugged into a job through no effort of his own will often be back warming the doorstep tomorrow. If, instead, he is taught to find his own job, he has an investment in keeping it because he involved himself in getting hired. If he loses the job, he then has the ability to find another one independently."[5]

During the program the clients were given group instruction for interview techniques. Techniques described in Anderson's "Behavior Strategies in the Employment Interview" were employed. Anderson stated that "It is likely that employers make the decision of whether or not to hire an applicant within the first five minutes of the interview. Therefore, in order to utilize those five minutes effectively the client must either have innate interviewing abilities, or be taught exactly what to say and when to say it."[6] Anderson feels that clients must be provided with instruction and, most importantly, with an assessment model with which to gauge their efforts.

Clients were first given general instructions as to proper interview behavior. The following is a brief outline of the topics discussed in group sessions:

I. Preparing for Interview
   - A. Appearance
   - B. Filling out an application - getting help when needed
   - C. Going to the interview alone

II. Before and After the Interview
   - A. Entering the room - introduce self, shake hands, posture
   - B. Mannerisms and posture during the interview - eye contact, etc.
   - C. Asking specific questions - showing interest, what to ask
   - D. "Call Back" technique

III. "Selling Yourself" during the Interview
   - A. Explaining skills - previous experience, training, recommendations, jobs at home
   - B. Explaining work habits - punctuality, attendance, concentration, etc.
   - C. Explaining problem areas - hospitalization, poor academic record, physical disabilities, etc.
   - D. Expressing interest in job and company

Role Playing

To provide an assessment model, counselors participated in role playing to show the clients how good and bad interviewing impresses the employer. In the "good" interview, all the points discussed were utilized and clients were asked to pick out specific techniques that made the interview effective.

Following the general sessions, each client participated in role playing sessions with the counselor acting as the employer or interviewer. Positive and negative habits were discussed individually with the client and they were permitted to participate in as many role playing sessions as was necessary to improve this skill.

Most of the clients found the idea of "selling yourself" difficult to employ. In the first role playing session, all of the clients responded to questions with only one or two word answers. All were able to answer factual questions about themselves when asked, but offered little information on their own.

Note: The majority of problems arose when the clients were presented with more abstract questions, such as: "Why do you feel you qualified for this job?"; or "Why did you apply for this type of job?" Frequently, responses revolved around the money they would earn; how easy the job would be; or most often, no response at all. Instruction was given as to how to answer such abstract questions and what to do if the questions posed a difficult problem. Clients were informed as to the kinds of answers the interviewer would be looking for and were given "pat" answers for some of these questions. With the exception of one client, everyone remembered tips on eye contact, posture, and entrance and exit techniques.

The staff suggested that in the future, the utilization of tape recorders might help the individual in improving his interviewing skills. The client would be able to hear his voice and his mode of answering questions. Positive answers would be reinforced and the individual would be made aware of and improve negative answers.

VOCATIONAL FILMS

During the program, various films were also shown to emphasize certain material and to provide occupational information. Other films provided general information on jobs, techniques for obtaining and succeeding on the job, and personal appearance on the job. For a list of films, see the bibliography.

CLIENTS' VOCATIONAL INTERESTS

The most pronounced effect of the program seemed to be in the area of vocational choices. During the initial phase of the program, all clients were asked to state their vocational choices or interests. Clients A,C and E indicated no specific interests at all. Clients D,F,G,H and J related only one area of interest and stated their choices in very general terms (factory worker, cleaning, and stock work), or in very limiting specific terms (clerk in a hospital gift shop). Client K indicated two areas of interest and Client I mentioned three areas (See Table 3).

At the end of the program, clients were again asked to relate their vocational interests. All but two clients, I and F, showed an increase in the number of interests and also demonstrated a greater understanding of describing jobs in specific rather than in general terms. For example, client A indicated that she would like factory assembly or collating work,but not packing or sorting. Client D talked about cleaning work at the beginning of the program, but later concluded that she would like such work only in a hospital or nursing home, and not in a motel or an office building. It is interesting to note that the majority of new interests were related to what the clients had seen on the tours or in the films. This would greatly suggest that vocational tours become an integral part of any vocational rehabilitation program. (See Table 3 and Table 4).

FIGURE 3

VOCATIONAL CHECK LIST GIVEN TO CLIENTS

Below is a list of jobs. Please put a check mark next to the jobs that you feel you would like to do.*

Stock clerk	Nurse's aide	Fish cleaner
Upholsterer	Hospital orderly	Bookbinder worker
Waitress	Shoe repairer	Concession attendant
Dishwasher	Office cleaner	Wrapper
Bus Boy	Window washer	Bottle filler
Food handler	Wallpaperer	Mail handler
Kitchen helper	Mechanic's helper	Parking lot attendant
Porter	Floor polisher	House maid
Janitor	Handtrucker	Messenger, outdoor
Farmhand	Doorman	Messenger, indoor
Packer	Supermarket checkout clerk	Ticket taker
Sorter	Laundry worker	Truck loader
Assembly worker	Carpenter's helper	Baker's helper
Truck helper	Factory worker	Usher
Grounds worker	Watchman	Warehouseman
Landscape laborer	Gas station attendant	Playground attendant
Unskilled laborer	Mail carrier	Animal caretaker
Operator - textile machine	Seamstress	Salesclerk
Elevator operator	Ironer	Cannery worker
Candy wrapper	Drillpress operator	Collator

Worker - building maintenance	Mother's helper
Operator - sewing machine	Maid, hotel
Worker - post office	Painter's helper
Housekeeper	Car washer
Bellhop	Laboratory helper
Bottle washer	Bag filler

Add any other jobs that you would like to do that were not mentioned in this list:

_____

_____

_____

* Students who could not read the questionnaire were given the list orally.

FIGURE 4

CLIENTS' BEFORE AND AFTER EXPRESSED VOCATIONAL INTERESTS

Before Interests Client (s)	DOT Occupation Classification	After Interests Client (s)	Amount of Change
	CLERICAL AND SALES		
	230.878 - Mail handler	A, I	+2
	231.588 - Post office worker	E, I	+2
	233.388 - Mail carrier	C, E, I	+3
	299.468 - Checkout clerk, supermarket	C, I	+2
	SERVICE OCCUPATIONS		
D	306.878 - House maid	D	0
D	306.878 - Mother's helper	D, H	+1
	311.878 - Bus Boy	K	+1
	311.878 - Waitress	I	+1
	313.884 - Baker's helper	G, H	+2
	318.887 - Kitchen helper	D	+1
	319.884 - Food handler	C, D	+2
D	323.887 - Housekeeper	D	0
	342.858 - Concession attendant	K	+1
	344.878 - Ticket taker	A, B, K	+3
	344.878 - Usher	K	+1
B	355.878 - Hospital orderly		-1
I	355.878 - Nurse's aide	A, D, I	+2
J	356.874 - Animal caretaker	I, J	+1
	359.878 - Playground attendant	A	+1
	361.887 - Laundry worker	B, D, G	+3
F	369.687 - Sorter	C	0
	372.868 - Watchman	E	+1
D	381,887 - Office cleaner		-1
	388.868 - Elevator operator	A, C, G	+3

FIGURE 4 (CONT'D)

Before Interests Client (s)	DOT Occupation Classification	After Interests Client (s)	Amount of Change
	FARMING AND RELATED OCCUPATIONS		
	419.884 - Farmhand	I, J	+2
	MACHINE TRADES OCCUPATIONS		
G	620.884 - Mechanic's helper	J	0
F	653.687 - Collator	A, C	+1
	BENCH WORK		
A, F	723.884 - Assembly work	A, C, G	+1
	785.381 - Seamstress	F	+1
I	787.782 - Sewing machine operator	F, H	+1
	787.782 - Textile machine operator	F, H	+2
	STRUCTURAL WORK		
	840.887 - Painter's helper	G, J	+2
	899.887 - Floor polisher	G	+1
	MISCELLANEOUS OCCUPATIONS		
B,G,K	905.887 - Truck helper	K	-2
K	915.867 - Gas station attendant	G	0
	915.878 - Parking lot attendant	J	+1
	919.887 - Car washer	G, K	+2
	920.887 - Candy Wrapper	C	+1
	920.887 - Packer	E, G, K	+3
A, F	929.887 - Factory worker	A	-1
B, G	929.887 - Hand trucker		-2
G, K	929.887 - Stock clerk	B, I	0
B, G, K	929.887 - Truck loader	E, K	-1
	977.884 - Bookbinder worker	K	+1
	UNCLASSIFIED		
	Unskilled laborer	A, B	+2

OCCUPATIONAL RELATIONSHIPS TO DATA, PEOPLE, AND THINGS

Interests expressed by clients at the beginning and at the end of the program were classified as to occupational relationships with data, people, and things according to the Dictionary of Occupational Titles (See Table 5). Approximately 80% of the early interests had no significant relationship to data. The remainder of interests expressed initially, (11%), included jobs requiring the ability to make comparisons. About 86% of the later interests had no significant relationship to data. The remaining interests, however, were scattered throughout compiling (5%), copying (2%), and comparing (5%) categories. Clients' interests, it would seem, began to extend beyond the most basic relationship to data as the clients became more specific in their choices.

In the category of relationships to people, early interests included: 66% having no significant relationship; 28% involving serving; and 5% involving signaling and speaking. Later interests were similiar: 62% having no significant relationship; 24% in serving; 12% in signaling and speaking; and 2% in persuading. However, as the client became more secure in his relationship with others, he began to broaden in his occupational choices.

In the area of relationship to things, early interests included: 22% having no significant relationship, 56% in handling, 17% in manipulating, and 5% in operating and controlling. Later interests indicated nearly the same percentage with no significant relationship, and a decreased interest in handling with a slight increase in precision working occupations.

Conclusions: In general, the staff found that the clients' interests moved away from occupations involving work with their hands to jobs involving work with people and data. This was further verified by the fact that more of the clients verbally expressed interests in the tours of the V.A. hospital and post office than they did with factory tours.

At the conclusion of the program, client D had obtained a job. Clients A, C,E,F,G,I, and J were referred to the placement department and were also encouraged to seek jobs independently. Client K was referred for evaluation and possible training in kitchen work. Clients B and H were not referred or placed due to behavior and emotional problems that had not yet been solved.

FIGURE 5

OCCUPATIONAL RELATIONSHIPS TO DATA, PEOPLE AND THINGS

(Dictionary of Occupational Titles)

Descriptive Process	N-Before Interests	Percentage	N - After Interests	Percentage
DATA				
Synthesizing	0	0	0	0
Coordinating	0	0	0	0
Analyzing	0	0	0	0
Compiling	0	0	2	5
Computing	0	0	1	2
Copying	0	0	1	2
Comparing	2	11.	2	5
No Significant Relationship	16	89	36	86
	N= 18		N = 42	
PEOPLE				
Mentoring	0	0	0	0
Negotiating	0	0	0	0
Instructing	0	0	0	0
Supervising	0	0	0	0
Diverting	0	0	0	0
Persuading	0	0	1	2
Speaking-Signaling	1	5	5	12
Serving	5	28	10	24
No Significant Relationship	12	66	26	62
	N = 18		N = 42	

FIGURE 5 (CONT'D)

THINGS

Descriptive Process	N - Before Interests	Percentage	N - After Interests	Percentage
Setting-up	0	0	0	0
Precision Working	0	0	1	2
Operating-Controlling	1	5	2	5
Driving-Operating	0	0	0	0
Manipulating	3	17	7	17
Tending	0	0	0	0
Feeding-Offbearing	0	0	0	0
Handling	10	56	16	38
No Significant Relationship	4	22	16	38
	N = 18		N = 42	

CHAPTER 3

EDUCATIONAL

GENERAL EDUCATIONAL OBJECTIVES FOR THE PROJECT

The general educational objectives for the project are delineated in the Cincinnati Bulletin No. 19, entitled THE SLOW LEARNING PROGRAM IN THE ELEMENTARY AND SECONDARY SCHOOLS and were designed to assist the educable retarded adolescent in solving "persisting life problems" which he encounters in daily life. These "persisting life problems" are as follows: "Learning to (1) Understand Oneself and Get Along With Others; (2) Communicate Ideas; (3) Live Safely; (4) Keep Healthy; (5) Earn a Living; (6) Manage Money; (7) Cooperate in Homemaking and Family Living; (8) Be a Responsible Citizen; (9) Travel and Move About; (10) Use Leisure Time Wisely; (11) Understand the Physical Environment; and (12) Appreciate, Create and Enjoy Beauty."11

Although attempts were made in varying degrees to alleviate all of the "persisting life problems"---either in the workshop (doing job tasks), the classroom, counseling sessions, social work visits (to family) and field trips---specific attention was given to resolving difficulties in the areas listed below:

1. LEARNING TO UNDERSTAND ONESELF AND GET ALONG WITH OTHERS. Clients were instructed on how to improve social relationships with their peers, work supervisor, vocational counselor, educational instructor, and social worker, all of which would help in seeking and maintaining employment.

2. LEARNING TO COMMUNICATE IDEAS. Learning to communicate one's wants, needs, and ideas with work supervisor, vocational counselor, class instructor, and social worker was emphasized. Role-playing sessions were also structured so that clients could experience the nature of various job interviews.

5. LEARNING TO EARN A LIVING. The necessity of work performance, getting to work regularly and on time; choosing occupations related to one's capabilities and limitations; implementing good job habits; and understanding worker's benefits and rights---were incorporated in emphasizing the importance of earning a living.

6. LEARNING TO MANAGE MONEY. Managing money through budgeting and saving was stressed. Clients were urged to open and maintain a savings account.

8. LEARNING TO BE A RESPONSIBLE CITIZEN. Clients were made aware of their civic responsibilities through class discussions and field trips to the City Hall, Court House, and Social Security Administration. Individuals were informed as to the (1) necessity for obtaining I.D. cards and specific licenses; (2) voter registration; (3) function of the courts and city government; and (4) selection of a jury and jury duty.

9. LEARNING TO TRAVEL AND MOVE ABOUT. The public transportation system (Milwaukee City busses) was implemented when traveling about Milwaukee for various field trips, and clients were urged to find their way home from various field trip destinations.

10. LEARNING TO USE LEISURE TIME WISELY. Clients attended recreation events, such as a Mitchell Field airport show and Summerfest (musical entertainment and amusement rides for youth), and participated in an afternoon volleyball game.

11. LEARNING TO UNDERSTAND THE PHYSICAL ENVIRONMENT. With the aid of maps and transportation, clients were made aware of the major areas of Milwaukee and locations of such places as employment agencies, city hall, social security administration, hospitals, banks, and the police department.

The general educational objectives of the project were in accordance with the definition of exceptional or special education formulated by S. Kirk: "...additional educational service over and above the regular school program, which is provided for an exceptional child to assist in the development of his] potentialities and/or in the amelioration of his disabilities." In addition, Kirk maintained that "...the ultimate purpose of educating mentally retarded adolescents is to help them adjust to the community at the adult level as social participants and wage earners."[6]

EXPLANATION OF CLASSROOM PROCEDURES AND UNITS TAUGHT

The class schedule was arranged so that each client saw the rededial instructor for one hour a day, either individually or in a group. Thirty minutes were devoted toward enhancing reading skills---in particular, reading and understanding job terminology or reading in relation to math units (savings account, charge account, telling time and ruler measurement). The remaining thirty minutes were geared toward mathematics instruction. It should be noted, however, that on some days clients might have had a shorter class period or none at all, if group sessions were held for role-playing, field trips, or films. When feasible, class discussions were organized in groups divided into two sections. Team teaching by the staff was incorporated into these sessions, which were then organized as question and answer periods concerning class work, field trips, or films.

Reading and math levels of each client were determined to assess particular remedial problems and to serve as a basis for gearing instruction according to the individual's math and reading ability. In addition to obtaining these levels from recent tests conducted in their schools (i.e., the Nelson Denny or Gates Reading Tests), the students read selected high-interest, low-vocabulary materials to the remedial instructor to determine whether or not the test results were a reliable indicator of the client's sight vocabulary and reading comprehension. In most instances, it was apparent that reading levels were higher than indicated on tests within the past year or two, but that math levels were below those specified. Reading levels ranged from 1.1 - 8.2 Math levels ranged from grade 1.4 - 6.8. In addition, the remedial instructor devised tests to determine the need for particular instruction on the following and to choose specific units for instruction: (1) telling time; (2) ruler measurement; (3) basic math tables to 4th grade level; (4) filling out a simple job application form; and (5) reading and comprehending Wilson's Essential Vocabulary (everyday information signs).

Results of tests: From the tests given by the remedial instructor, it was found that: 1 client could not tell time, nor recognize basic signs in his everyday life; 8 clients could not measure with a ruler nor read markings; 2 clients were strongly deficient in basic math skills; and all 11 clients were incapable of filling out a simple job application form.

KINDS OF UNITS

In accordance with the data attained, the kinds of educational units and the number of clients assigned to each were as follows: Job Applications - 10; Savings Account - 9; Ruler Measurement - 2; Charge Account - 2; Using A Sales Tax - 1; Telling Time - 1; Days of Week - 1; and Wilson's Essential Vocabulary - 1.

Teaching Unit on Job Applications

Because several of the students were already graduated from high school and a few had only one or two semesters remaining, the need for comprehending job terms and filling out applications was quite apparent. For those whose reading levels were below the fourth grade, it was evident that it would be extremely difficult for them to fill out an application independently even though they might have been able to learn and comprehend the terminology. The main thing, however, was to have each individual obtain the correct and pertinent information required in most job applications.

Class Procedures: Instruction emphasized (1) recognition of sight vocabulary; (2) comprehension of job terminology: (3) acquiring client's exact information regarding educational and employment background; (4) securing parents; names and related occupations; (5) seeking personal references; and (6) completing a variety of job applications requiring diversified information.

TABLE 6. Students were given a simple job application as an initial test. This table indicates the number of correct responses achieved on the initial test and the same test given 6 weeks later. The test has a possibility of 62 correct responses including spelling of words.

FIGURE 6 Job Application Test

Client	Test #1	%Correct	Client	Test #2	%Correct
K	1	1	K*	didn't take test	
A	13	21	H	47	75
J	18	29	A	56	90
H	19	31	G	57	92
F	21	34	F	59	96
G	22	35	I	59	96
B	28	45	J	59	96
I	28	45	B	62	100
E	29	46	C	62	100
D	31	50	D	62	100
C	32	52	E	62	100

*Client K did not have adequate reading skills for learning this unit.

All students were given xeroxed copies of their individual completed job applications so that they might take them along when applying for jobs.

Teaching Unit on Utilization of Savings Account

Nine clients undertook this unit; however, only 8 had math skills which were sufficiently adequate for filling out deposit or withdrawal slips and recording information in passbooks accurately.

Note: Although 6 of the clients had savings accounts at the beginning of the program, none were handling their own accounts. Their parents were handling the accounts for them. In addition, 2 of the clients hadn't seen their passbooks nor the banks in which they had their savings accounts. Initial observations and class orientation revealed that none of the clients understood procedures in opening and using a savings account, nor did they comprehend the various types of savings accounts. Although they had the math skills, none had ever filled out a deposit or withdrawal slip in regards to his savings account, nor did they know how to do so.

Class Procedure: Instruction included use of high-interest, low-vocabulary materials (Mathematics for Family Living, by Larry Parsky). A basic savings account vocabulary was taught and included such terms as interest rates, semi-annual, quarterly, deposit slip, withdrawal slip, and F.D.I.C,* The remaining lessons included: (1) reasons for saving money; (2) varying interest rates; (3) savings accounts in banks or savings and loan associations; (4) mathematical computations in relation to filling out deposit slips, withdrawal slips, determining passbook balances, and setting aside certain amounts of money over a regular period of time.

At the end of the unit, each of the suudents was given a culminating problem in which he had to fill out a signature card, make deposits and withdrawals and record them in his passbook. All 9 clients wara able to perform this task; however, one was not accurate in his math computation.

Parent Involvement: The remedial instructor then asked the social worker to talk with the parents on home visist and explain to them the accomplishments of their son or daughter, and that they had successfully mastered the utilization of savings account procedures. Of the 6 original clients who had accounts, the parents of 5 were pleased and consented to allow their sons or daughters to handle their own accounts. The other three were unable to open a savings account because of financial difficulties; nonetheless, the parents were delighted to know that their children were capable of managing a savings account once they received a job which brought home more wages.

Results:(of mastering task of opening a savings account and savings account procedures): All 9 clients were given a test for review purposes, which tested comprehension of vocabulary additions, savings account procedures, method of filling out deposit and withdrawal slips, and computing passbook balances. Percentage results are listed on the following page.

* Federal Depositors' Insurance Corporation

FIGURE 7: Client Performance on Savings Account Test

Client	% Correct on Savings Account Test
H	75% - errors occurred in understanding terminology and information studied in class. (It should be mentioned that this client had a poor attendance in the work experience program and rarely attended class.)
B	90% - errors occurred on information studied in class; math computations were accurate
A	94% - errors occurred in terminology and math computations
D	94% - error occurred in information studied;math computations correct
J	96% - errors occurred in terminology studied; math computations correct
C	100% - no errors in terminology, information studied, or math computations
E	100% - " " " "
F	100% - " " " "
I	100% - " " " "

Teaching Unit on Charge Account and Using a Sales Tax

Three of the students completed their savings account unit one week before the other six. Two requested some knowledge and information about the nature of charge accounts (Clients E and I). Client C requested comprehension of computing a sales tax since she had thought that she would like to be a cashier. (Since she was very fast and accurate with figures, this was a realistic assessment of her ability.) The same texts were used: Mathematics for Employment and Mathematics for Family Living by Larry Parsky. These areas were only briefly touched upon, therefore a test could not be given; however, the client who undertook the task of sales tax computations fully understood its purpose and was 100% accurate in solving problems. Note: Client C was also advised by the remedial instructor to register for a course in cashier check-out training at the Milwaukee Vocational Adult Education School. Client C registered for the course and is currently enrolled.

Teaching Unit on Ruler Measurement

Clients G and J expressed interest in learning ruler measurement. On the initial ruler measurement test, both clients had approximately 2% of the problems right. It is interesting to note that client J wanted to learn ruler measurement because he is physically handicapped and has limited use of one arm. The book Measure Up (Kahn, Herring and Tong) was used. The book is of high-interest, low-vocabulary and written on a third grade reading level, which was the approximate reading level of the clients involved.

Results: Both clients had improved considerably in understanding ruler measurement. Client G learned to measure in quarter inches and could follow a series of simple instructions in plotting and connecting points. Client J attained the maximum and learned to measure in 16th's of an inch. Client J was instructed to place a heavy book on his ruler when plotting and connecting points, because of the limited strength in his handicapped arm. He was extremely pleased with his mastery in this area and had never thought he would be capable of achieving this subtle skill because of the sophisticated degree of eye-hand coordination needed. He was able to undertake the most difficult assignment in the book, which consisted of reading 39 steps and consequently plotting and connecting these points--the end result of which was the formation of a picture. He made only four errors, and the straightness of the lines were such that one would not have been able to tell that he had a handicapped arm.

Note: In referring to the questionnaire given to each student at the end of the program, Client J said he disliked the classwork because "it was too easy." The remedial instructor interestingly observed that Client J came faithfully to class and often stayed 30 minutes longer than the rest of the class because he wanted to accomplish more She noted that Client J had made the most progress and undertook the most class instruction. The speculation was that Client J had acquired a great deal of confidence in himself because he was able to do more with his handicapped arm than he had anticipated, and that he had a better self-image.

Miscellaneous: Clients J and G had a friendly relationship and enjoyed doing things together. Sensing this, the remedial instructor was about to move into a new classroom of the workshop which needed painting. She asked clients J and G if they wanted to paint the room before the students moved in. They undertook the project with great enthusiasm. The instructor observed client G doing most of the work which required the use of a ladder and client J painting with the use of his good arm as high as he could reach. Both had done such an excellent job that the work supervisor paid them $20.00 each ($1.10/hour). Client G had expressed his primary interest in being a painter's helper; however, fruitless efforts were made to place him in this area because of the rigid union requirements in the painter's union.

Teaching Unit on Telling Time

From the time test given, it was discovered that Client K had no conception of time, and was not only unable to read the hands on a clock, but also could not differentiate between morning, afternoon, and evening. Time was taught on a step-by-step basis over a period of six weeks. At the end of the six-week period, Client K was able to accurately solve problems indicating the number of minutes past the hour and fully comprehended concepts of morning, afternoon, evening, noon, and midnight. To a certain extent he was able to write the time, and was able to read time.

Anecdotal Report on Client K: After Client K learned how to tell time on the hour and half hour, the remedial instructor suggested that his parents purchase an inexpensive watch for their son. The parents were pleased that he was learning to tell time and did so. Two weeks after the project began (1 week after he acquired the watch), the instructor happened to be on the work floor talking to the floor supervisor shortly before 3:00 P.M. Client K began to shout and attempted to gain the attention of the floor supervisor. He had never done this before, but was gently reprimanded nonetheless. After being corrected for his improper actions, the floor supervisor asked Client K (who had been smiling all the while) what he had wanted. Client K replied, "It's three o'clock; time to go home." For approximately a week thereafter, demonstrations of this new ability had not worn off. Client K was constantly reminding supervisors when it was their break time, when they had to report for field trips and when it was time to go home.

Teaching Unit on Wilson's Essential Vocabulary and Days of Week

Along with learning how to tell time, Client K was instructed in recognizing basic signs in his everyday life, such as "men," "women," "ladies," "gentlemen," "do not enter," and "danger." He was given a test which included 40 words from Wilson's Essential Vocabulary at the beginning of the program. Of the 40 words, he knew only about 5. At the end of the program he was given the same test, and out of the same 40 pronounced 38 correctly and knew their meanings.

Words known at beginning
In, No Dogs, Open, Down, and Men

Words known at end
Name, Address, Help Wanted, Keep Off, Keep Out, Exit, Don't Walk, Women, Men, Beware of Dog, Bus Stop, Police, Ladies, Gentlemen, No-Smoking, Post Office, Pull-Push, Danger, Gasoline, Poison, Doctor, Nurse, Adults Only, Bus Station, Taxicab, Out of Order, Lost, First Aid, Deep Water, Fire Escape, Do Not Enter, Handle With Care, and Private.

Client K also learned the days of the week and their correct order. Initially, he had been very confused on this matter.

IMPLICATIONS

The remedial instructor had noted considerable success in all of the clients' abilities as applied to "persisting life problems." She suggested that more time was needed, however, to cover other important topics and that such subjects might include: (1) budgeting one's money; (2) math related to particular areas of employment, such as working in a restaurant, working in a dry cleaning store, etc.; (3) checking account procedures; (4) developing recreational interests and/or hobbies; (5) reading bus, train and plane schedules and how to plan for trips; (6) knowing how, when and where to seek legal aid; (7) understanding the need for and how to apply for health and life insurance benefits if place of employment does not offer them; (8) physical appearance and how to dress for work, recreation, job interviews, and specific social events; (9) family planning; and (10) field trips to provide actual experiences related to all of the above to develop greater awareness and better insight in helping the retardates solve their everyday problems.

The remedial instructor suggested that item 10 cannot be emphasized too strongly for it is most important that instruction in the classroom setting supplement and reinforce actual experiences.

Providing Success to the Educable Retarded Adolescent

Providing successes and eliminating unnecessary failures was the goal of the remedial instructor as well as goals related to other parts of the program. The students were never given grades, but were provided with information and advice on how to improve their skills to increase competence in certain areas. They were not given a mastery test on any unit unless it was felt that they had almost or totally accomplished the assigned task.

Toward the end of the program, emphasis was placed on reading help-wanted advertisements and the remedial instructor gave advice to each client as to the kinds of jobs he should apply for based on his academic ability, coordination, social relationships and other relevant characteristics. Up to this point, none of the clients had ever applied on his own for a job. Below is a list of the clients and jobs they applied for one week after the program. (see next page)

Client	Jobs Applied For (End of Project)
A	Cafeteria Work Light Assembly Nurse's Aide Training
B	Stock Clerk in a Department Store Stock Clerk in a Warehouse
C	Store Clerk in a Dry Cleaning Business, Part-time
E	Stock Clerk in a Department Store, Part-time
G	Doorman Bus Boy at Two Different Restaurants Wall Washer Usher, Theater Maintenance Helper Kennel Man
I*	Waitress in Three Restaurants Store Clerk in Dry Cleaning Business Cafeteria Work Price Marking Clerk Nurse's Aide Training Store Clerk in a Drugstore Store Clerk in a Supermarket Light Assembly in a Cosmetic Factory Bakery Clerk Assembly in a Plastic Factory

*It should be noted that Client I was the most in need of a job and was desperately attempting to get a job. She had recently graduated from high school in August at the age of 17, and the reason she did not obtain most of the jobs listed was because she had to be 18 to be legally eligible for these positions.

CHOOSING A CURRICULUM

Various authors have pointed out the values of some curricula for the retarded, and disadvantages of others; however, most contend that a rigid curriculum cannot be utilized for it defeats the purpose of so-called "special or exceptional education" programs for the retarded. Five goals in a curriculum for the educable retarded adolescent have been suggested by Hungerford, DeProspo, and Rosenzweig: (1) giving the young person information needed to understand various occupations; (2) providing suitable training; (3) guidance; (4) help in finding a job; and (5) help in adjusting to the social order. [7]

The curriculum to be used (if indeed one chooses to adhere solely to the specific teaching given in one curriculum) should be flexible enough to meet the needs, values, and goals of individuals with varying disabilities and environmental, ethnic or cultural backgrounds. Its purpose should be to enhance an individual's self-concept and to assist him in making the best of his abilities in attempts to achieve his maximum potential. Most of all, it should be stressed that the student is a human being with pride and dignity and can contribute to the particular society in which he lives.

Chapter 4

SOCIAL ADJUSTMENT

The increase of social and personal relationship skills was also a major objective of the program. Parental involvement was the major mechanism of accomplishing this objective. As mentioned previously, each of the parents was visited in his or her home on two different occasions by a social worker.

Problems which counselors face in relation to clients' parents were summarized by Warren (1955): "Some of the most vexing problems in this field revolve around the unsound attitudes of parents toward their mentally retarded children. These are parents who underestimate, or over indulge their children; who cannot or will not accept them as they are; who are beset by false fears or deluded by spurious optimism; who project their shortcomings and aspirations and channelize all family tension in the direction of the afflicted; who so direct their children's activities and destinies as to block the very assistance they profess to seek for them."[8]

PARENTAL INVOLVEMENT: HOME VISITS BY SOCIAL WORKER

The purpose of the initial home visit was multiple: to enable the staff to better understand the client through an evaluation of the client-parent relationship; to inform the parents of the program; to discuss areas that would be worked on and to elicit their involvement; and help to ascertain any problems, and assist in coping with them.

The second visit was conducted to evaluate areas of client's improvement; obtain an evaluation of the program from the parents; and to relate the educational, vocational, and social progress of their son or daughter as a result of the summer's project.

Parents' Attitudes About Program

In a general evaluation of the home situation, it was felt that the parents of five of the clients (A, C, D, J, and K) were cooperative and effective in dealing with problem situations. Four of the clients' parents (B, F, G, H) expressed verbal concern and an awareness of problems, but were ineffectual in their ability to cope with them. The parents of two clients (E, I) were described as unconcerned and ineffectual. The mother of Client E, for example, was unable to tell the social worker what school her son was attending and when asked if she would like to see his progress report, said, "No, it's too hot today." The mother of Client I mentioned that her daughter was gone from the house most of the time and that she had no idea as to her whereabouts on these occasions and wasn't particularly concerned because she claimed that she had more problems with her other children.

Topics discussed with the parents varied as to the needs and problems of the client. All parents were given information about the agency and the purpose of the special program. Since many of the clients had problems in the area of managing their own affairs, the social worker spoke to the parents about helping

their son or daughter budget money, open savings accounts, encourage independence through increased responsibility, and handle withdrawal behavior. This was considered to be extremely important and was reflected in Kolstoe's (1961) project in which he compared the mentally retarded who were able to secure employment to those who were unable to secure employment. He concluded that the successful group came from homes where they had a chance to exercise some initiative and where they were called upon to be responsible for their own behavior.[9]

Other topics discussed with parents included: (1) encouraging their son or daughter to utilize public transportation; (2) helping their son or daughter to use leisure time wisely (and in some instances, giving their son or daughter more leisure time); (3) assisting their child in choosing] realistic vocational goals and developing good work habits; and (4) improving the client's relationahip with family members and friends.

Parents' Vocational Goals For the Clients

Six of the 11 clients' parents (C, D, E, H, J, and K) were described as being realistic in their vocational goals for their children. All six gave examples of what they thought their son or daughter could do, but stated that ultimately it was their child's own choice. Three of the parents (A, C, and G) presented unrealistic goals for their children or objected to suggestions from the staff on the belief that their child could perform higher level tasks. Two of the parents (E and I) stated that they did not know what their child's vocational choice was and that they were not concerned one way or another.

Parents were encouraged to discuss problems that they felt the Curative Workshop could help them solve. Most questions asked were of a factual nature, such as "When and where does my son have to register for the draft?" However, three parents (Clients B, C, and H) expressed concern over their child's immaturity and dependance on the parents. Two parents (Clients B and C) verbalized concern about their child's lack of peer relationships and stated that they wanted their children to go more places rather than stay at home. One parent (Client H) complained about the poor ventilation in her home and discussed her own prlblems as well as those related to her daughter.

Parents' Evaluation of the Program

On the second visit parents were asked to describe their opinions about the nature of the program. Nine of the 11 parents (Clients A, B, C, D, F, G, H, and J) stated that they were very pleased with the program and happy that their child was involved in it. Several parents felt that the most important part of the program was the provision of vocational and recreational events. They wanted to expose their son or daughter to the working world and also to help them develop leisure time pursuits. Others were pleased because the program provided the client with an understanding of his capabilities and kinds of jobs that would be available to him.

Parents also expressed satisfaction with the individualized remedial help their children were receiving in regards to filling out job applications, reading newspaper ads, and managing a savings account. Two parents (Clients E and I) displayed no feeling about the program unless direct questions were asked. None stated openly that they disliked the project.

SOCIAL ADJUSTMENT PROGRAM RESULTS

Although there may not have been any major areas of improvement in regards to parents encouraging independency in their son or daughter or helping to improve the quality of their social relationships, some minor changes were visible. The most apparent change was in the parents' attempts to encourage independence in their sons or daughters. Two of the parents (Clients D and F) had their child open a savings account. The parent of Client K encouraged her son to learn the bus route to and from the Curative Workshop, which he did successfully. It was the opinion of the social worker that the home visits helped many of the parents understand their feelings toward their child and to view their child's problems in a somewhat different manner. One parent (Client D) began taking her daughter out of the house more often and realized that she was suppressing the daughter's recreational needs; in addition, she allowed her daughter to budget and handle her own money. Another parent (Client C) decided that she had been berating her daughter rather than providing encouragement and support, and requested the advice of the social worker. Two parents (Clients A and D) spent an afternoon at the Curative Workshop and met the staff.

In a final report, the social worker requested that the agency provide casework for 7 of the 11 homes (B, D, E, F, G, H, and I). In most instances, there were specific problems which the social worker felt had to be resolved, while in two homes (Clients D and H) it was apparent that the parents merely needed a little support and encouragement in helping to deal with their child's problems. In addition, psychiatric care was recommended for one client in order to assist him in improving his relationships with his family and friends.

With regard to the family of a retarded child, Robinson and Robinson have written:

> For the family of a retarded child, the situation is more complicated and more hazardous. The particular handicaps of the child, the slowness of his development, the necessity of special arrangements for . . .training and companionship, and the adjustments which must be made in the family's expectations for the future combine to create pressure on the parents which tends to disrupt the normal family equilibrium. Added to this pressure may be tensions created by the child's difficulties in interpersonal relationships, his slowness to learn, his immature self-control, and his handicap in communication. At the same time, the parent-child relationship is intensified by the child's prolonged immaturity and isolation from a peer group. In some cases, the child will remain emotionally and economically dependent upon his family throughout his life.[10]

FIGURE 8

Clients' Evaluation of Field Trips

1. Veterans Administration Hospital

9 attended; 8 liked, 1 disliked
6 saw a job they would like, 3 did not
occupational therapy - 1
housekeeping - 1
laundry - 3
nurse's aid - 1
6 saw a job they could do, 3 did not
housekeeping - 1
laundry - 3
cafeteria - 1
nurse's aid - 1

2. City Hall

7 attended: 5 liked, 2 disliked
1 saw a job he would like, 6 did not
office work - 1
none saw a job they could do

3. Rex Chain Belt Factory

10 attended: 7 liked, 3 disliked
3 saw a job they would like, 7 did not
machine operator - 2
crane operator - 1
2 saw a job they could do, 8 did not
secretary - 1
welder - 1

4. U. S. Post Office

7 attended: 7 liked, none disliked
6 saw a job they liked, 1 did not
mail sorting - 5
dock work - 1
5 saw a job they could do, 2 did not
mail sorter - 4
carrier - 2

5. Johnston Cookie Company

6 attended: 6 liked, none disliked
3 saw a job they would like, 3 did not
assembly - 1
packaging - 2
3 saw a job they could do, 3 did not
assembly - 1
packaging - 2

In the second part of the questionnaire, other field trips were listed. Here the clients were asked to state whether or not they liked the trip and whether or not they had ever been there before:

6. Milwaukee County Court House

   8 attended: 8 liked, none disliked
   none had been there before

7. State Employment Service

   11 attended: 9 liked, 2 disliked
   3 had been there before, 8 had not

8. Marshall and Ilsley Bank

   9 attended: 9 liked, none disliked
   none had been there before

9. Social Security Administration

   10 attended: 9 liked, 1 disliked
   none had ever been there before

10. Air Age '70 (Milwaukee Airport Show)

    11 attended: 10 liked, ½ disliked
    1 had been there before; 10 had not

11. Summerfest (Milwaukee Summer Event: Musical entertainment, amusement park, and fair)

    10 attended: 9 liked, 1 did not
    3 had been there before; 7 had not

12. Volleyball Game

    11 attended: 11 liked, none disliked
    10 had played before; 1 had not

The third part of the questionnaire required the clients to evaluate the program in narrative type. Their answers were compiled:

1. Which parts of this summer's program did you like?

   field trips - 8
   films - 6
   class work - 6
   filling out job applications - 2 (class work)
   job sample tasks - 1 (work tasks on floor)

2. Which parts of this summer's program did you dislike?

didn't dislike anything - 7
not enough time for job tasks - 1
didn't make enough money - 2
class work was too easy - 1

3. Did you feel that you learned anything?

Yes - 11
No - 0

4. What do you feel that you learned?

how to start a savings account - 6
how to get a job - 5
how to fill out applications - 4
what jobs are available - 2
how to interview for a job - 1
how to use a ruler - 2
how to tell time - 1
information from films - 2

5. What do you think we should add to the program to make it better?

more field trips - 5
more films - 3
less trips - 1
more time for class work - 1
more class work - 1
more information about different jobs - 1
more time to work in the shop - 1

Note: Not all clients were in attendance at all field trips because some clients worked only half day in the workshop and might have been absent that part of the day in which the trip was scheduled; clients were also given the option of choosing whether or not they wished to go on a particular field trip.

CHAPTER 5

EVALUATION OF PROJECT

CLIENT EVALUATION

On the last day of the program the clients were given a questionnaire and asked to evaluate the program and offer any suggestions for improvement (See sample of Questionnaire and Table 6.)

Clients were divided on what they believed was the best tour. The most appealing ones, however, seemed to be the Johnston Cookie Company, the Veterans Administration Hospital, and the Post Office. The clients were also asked to suggest other tours that could be taken in the future. The following work-related tours were suggested: shoe factory, dairy, outboard motor company, newspaper office, candy factory, jewelry store, bookbindery company, and other vocational workshops. Recreational tours suggested included: the Wisconsin State Fair, a theater movie, a baseball game, trip to Chicago and three recreational areas in Wisconsin (such as the Dells and state parks). All but one client stated that they liked the films and indicated that they learned something from them.

None of the students disliked the classwork, and of the skills taught, they felt that learning how to fill out job applications and utilize a savings account was the most beneficial to them. One client mentioned that the work was too easy (see page 27 for anecdotal report), and one client desired more paid job tasks on the floor.

The third part of the questionnaire required the clients to evaluate the program in narrative form, to offer improvements, innovations, etc. In response to the above, Client C wrote the following and is reiterated verbatim:

> "I think the summer program should be kept going and whatever the people here, as a group, want added should be added. I'll always remember this place as a beginning for me and my future and also, and very important, a place where friends are made whether its between teachers and students, counselors and students, or workers and workers. This program at any time of the year brings every kind of person together with a better understanding of each other and the life around them. I mean this all."

Note: The quote from Client C demonstrates her excellent language ability. In addition, in reading her ideas one should bear in mind that she was and still is, under psychiatric care for schizophrenia and other emotional problems. It was felt by the staff that this client improved a great deal in her social relationships with others, particularly peers. In addition, she became more verbal and was no longer afraid to talk with staff or co-workers.

PARENT EVALUATION

As was previously mentioned, 9 of the 11 parents felt the program was of benefit to their child. They felt that the activities enabled their child to get out more and to know what is available to him either in work areas or recreational activities. They also expressed the importance of remedial work and maintained that they wanted their son or daughter to receive individualized classroom instruction throughout their training at the Curative Workshop.

Interestingly, 5 of the 11 parents also expressed pleasure over the home visit by the social worker. One mother stated that she knew little of what was happening at the workshop and had always felt reluctant about calling or visiting. The feeling apparent among these five parents was that someone was interested enough in their son or daughter to spend the time to talk with them and meet the family. They stated that at times they felt that they were not supposed to be a part of their child's treatment and, in turn, became frustrated and alone. The parents urged the Curative Workshop to continue informing them about the progress of their child and to consult with them on particular problems so that both the staff and the parents may help the client in solving his problems.

STAFF EVALUATION

Specific information regarding client progress may be seen in the sections describing the vocational, educational, and social parts of the program. In general, however, the program provided some unique experiences for the clients involved. Because the ratio of staff to client was relatively small (4:11), the staff was able to provide a variety of activities. The small ratio also made it possible to provide more intensive contact with the client. Clients were assessed as to their strengths and weaknesses, needs and interests, and the program was planned accordingly. The staff met almost daily and discussed the plan for each client. When particular problems arose with individuals, the staff coordinated their efforts to help the client.

One interesting result of the intense personal contact occurred with three of the clients, who had been described in previous reports as severely withdrawn. In general, these clients were depicted as quiet and shy, without friends, and fearful and ambivalent toward others. As the program progressed, all three seemed to relax and become more trustful of others. One client, who was interested in animal care, was taken on two tours, especially designed for him. His response was to "open up and talk about himself and his interests." At the end of the program, all three clients had shown considerable improvement in their relationships to peers and staff. They were observed at different times, talking and laughing with the friends they had made in the project, and one girl was noticed to have initiated social activities with some peers.

In evaluating the change of interests among individual clients, it was felt that field trips contributed a great deal. Ideas as to the different tasks jobs entailed, for example seemed to alter original vocational choices. The staff also maintained that the trips provided for extensive instruction on the use of public transportation and that the clients became more proficient in traveling and moving about. The field trips were considered to be an important part in contributing to the socialization process.

The remedial education portion of the program provided the clients with the opportunity to work on those areas which constituted barriers to getting a job. Tasks were also designed to help the client become less dependent on others, such as reading signs, telling time, budgeting and saving money and filling out job applications. The remedial instructor was also able to determine what students could do academically and relate this to possible kinds of jobs available for each client. At the end of the program, the remedial instructor assisted the clients in reading newspaper ads and applying for jobs independently.

Social work visitations provided the parents with a means of involvement in the treatment of their children. More responsibility was thus placed on the parents and they were encouraged to take an active rather than a passive role in their children's future.

In general, then, the program was designed to give the client a greater understanding of himself and a more realistic assessment of his capabilities. Success experiences were constantly provided in an effort to enable the client to develop a more positive self-concept, and to think of himself as an individual capable of structuring his own future.

All areas of the program helped the staff evaluate what the clients were capaple of doing. It was the staff's belief that work skills alone do not determine success in employment. Maturation, level of independence, iniative in wanting and seeking employment, social relationships, etc., were all considered to be even more important factors.

FIGURE 9

EDUCATIONAL MATERIALS USED

FILMS

"Bringing Home The Bacon" - 22 minutes, Color: Film on meat processing made by Oscar Meyer Co.

"Discover Greyhound America" - 10 minutes, Color: Short, but good idea of tours available through Greyhound Service (used to emphasize wise use of leisure time--vacation activity)

"Girls Are Better Than Ever" - 13 minutes, Color: Good film on importance of nutrition, exercise and general appearance for girls.

"Gold Medal Winner" - 13 minutes, Color: Fairly good film on importance of exercise and nutrition. Shows Olympic champions and what they do to keep fit (for boys and girls).

"Good Looks/Here and Now" - 15 minutes, Color: Excellent film for teenagers on importance of cleanliness and appearance.

"How To Keep a Job." - 11 minutes: Concepts are good and gets points across.

"Money And Its Uses" - 11 minutes, Color: Good explanation of our economic system and why money is used as a medium of exchange.

"We Like It Here" - 60 minutes, Color: Good film on industries, historical sites and recreational areas of Wisconsin. Presents overall view of State of Wisconsin and its resourses.

"Wonderful World of Candy" - 14 minutes, Color: Good film on candy manufacturing plant.

"Your Job - Applying For It" - 14 minutes, Color: Excellent. Good tips on applying for a job.

"Your Job - Finding the Right One" - 14 minutes, Color: Not as good as the above, but still acceptable.

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6. Follow-Up 81, Robert P. Overs, Ph.D. and Vicki Day
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7. Counseling Theories: A Handbook for Practicum, Dennis A. Kult and Ann B. Trotter, Ph.D.
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9. Rehabilitation and the Disadvantaged: Annotated Bibliography, 1968-1970
Ann B. Trotter, Ph.D., John T. Dunn, Joav Gozali, Ph.D.

Prepared for the use of rehabilitation counselors, students and other rehabilitation personnel. Includes selections on the general background of many of the disadvantaged, the nature of the counseling relationship involving a person from a disadvantaged or culturally different background, rehabilitation efforts to employ and train the disadvantaged client and attitudes of disadvantaged youth and education of the disadvantaged. 83 annotations, 44 pp + author index and subject index.

10. A Prevocational and Social Adjustment Program for Educable Retarded Adolescents: A Pilot Project Vernon Beedy, Barbara Book, Diane McFatridge, and Katherine Novak.

Reports on a two-month vocational orientation and training program for 11 educable retarded adolescents, aged 16-20. The vocational orientation included 11 vocational films and 12 vocational tours. Changes in clients' expressed vocational interests and vocational placement outcome are reported. Program also included vocationaly related remedial education and maximum parental involvement, via social worker home visits. 45 pp + bibliography, lists of films and instructional materials used, author and subject indexes.

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